

Grade 8

continue to exercise their natural rights to define the role of government locally, regionally, and nationally through civic participation.

Economic Decision Making – The Economic Decision Making theme encourages the study of

Grade 8 Deconstructed Skills

Indicator	Expression
<p>CO: Comparison- Utilize multiple characteristics of historical developments to create a comparative analysis.</p>	<p>To demonstrate their ability to use the skill of comparison, students should:</p> <ul style="list-style-type: none">explain characteristics (i.e. who, what, where, why, when, and how) of historical developments.categorize similarities and differences among historical developments.
<p>CE: Causation- Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.</p>	<p>To demonstrate their ability to use the skill of causation, students should:</p> <ul style="list-style-type: none">identify significant events that led to change or maintain continuity.evaluate the causes of turning points and how they lead to change or continuity.evaluate the effects of turning points and how they lead to change or continuity.

Indicator	Expression
primary and secondary sources, used in an inquiry-based study of history.	<p>historical study.</p> <p>engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.</p> <p>evaluate secondary sources for accuracy and validity.</p> <p>examine multiple points of view to construct a historical argument.</p> <p>corroborate multiple sources.</p>

Grade 8 Standards

Key Concepts	Standards
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Standard 1: Demonstrate an understanding of the development of South Carolina during the Settlement and Development period.

**Settlement and
Development**

Key Concepts	Standards
	<p>This indicator was designed to encourage inquiry into the development of the political structure of the South Carolina colony from the development of Charles Towne under English control to the movement toward self-rule.</p>
<p>8.1.CC</p>	<p>Analyze the changes and continuities 2 (x 0.33 0 Td [f 6 3312 214.6E</p>

Key Concepts	Standards
	<p>This indicator was designed to encourage inquiry into the development of the Constitution, Declaration of Independence, the Articles of Confederation, and representative democracy.</p> <p>8.2.CX Contextualize the roles of various groups of South Carolinians as the colonies moved toward becoming an independent nation.</p> <p>This indicator was developed to encourage inquiry into the motivations of colonists during the American Revolution and the progression of conflict and failed compromise that ultimately led to revolution.</p> <p>8.2.CC Analyze the continuities and changes of how different groups immigrated to and migrated within South Carolina.</p> <p>This indicator was developed to encourage inquiry into the immigration and migration patterns of different groups within South Carolina, including their economic, political, and social power to do so. This indicator also promotes inquiry into an exploration of such ideas as the expansion of slavery and hostilities with the native peoples.</p> <p>8.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States.</p>
Compromises and Conflict	Standard 3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.
	Enduring Understanding: As the nation expanded, regional differences were exacerbated creating sectionalism threatening South Carolina’s identity and American unity. South Carolina struggled to maintain its unique culture and economy throughout the Reconstruction Era.
	The student will:
	<p>8.3.CO Compare the debates between South Carolina and the federal government regarding slavery, federalism, and the Constitution.</p> <p>This indicator was developed to encourage inquiry into the debates, heightened by Westward Expansion, over federal and state power concerning slavery, and the government’s role in protecting and securing natural rights.</p>
	8.3.CE Examine consequences of the major Civil War military strategies.

Key Concepts	Standards
	<p data-bbox="386 243 613 275">The student will:</p> <p data-bbox="386 289 1468 615"> 8.4.CO Compare perspectives toward reform that emerged during the Progressive Era. This indicator was designed to encourage inquiry into how new state and federal Progressive legislation affected individuals and businesses in South Carolina and the U.S. The indicator was also designed to promote inquiry into the new perspectives that emerged regarding social and political change. </p> <p data-bbox="386 625 1468 951"> 8.4.CE Explain the causes and effects of World War I on South Carolina and the United States. This indicator was developed to encourage inquiry into the significant causes of World War I and the factors leading to U.S. involvement. This indicator was also developed to promote inquiry into the effects of the war, to include its impact on the homefront, migration patterns, and continued foreign policy debates. </p> <p data-bbox="386 961 1468 1289"> 8.4.P Summarize the economic changes that emerged in South Carolina and the U.S. This indicator was designed to encourage inquiry into South Carolina’s changing agriculture, industry labor force, and political alignments. This indicator was also designed to promote inquiry into the relationship between South Carolina’s economy and global events, to include imperialism and World War I. </p>
	<p data-bbox="386 1299 1468 1476"> 8.4.CX Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world. This indicator was developed to encourage inquiry into how the </p>

Key Concepts	Standards
	<p>the Great Depression and the impact of the New Deal on a largely agricultural South Carolina. This indicator was also designed to foster inquiry into the economic diversification between World War II and the present, to include tourism, global trade and industry, and the maintenance of military bases.</p>
	<p>8.5.CX Analyze the correlation between the Modern Civil Rights Movement in South Carolina and the U.S.</p> <p>This indicator was designed to foster inquiry into the role of South Carolina in the Modern Civil Rights Movement, to include the influence of court cases such as Briggs v. Elliot and Flemming v. South Carolina Electric and Gas. This indicator was also developed to promote inquiry into the relationship between national leadership, protests, and events and South Carolina leadership, protests and events, such as the Friendship Nine and the Orangeburg Massacre.</p>
	<p>8.5.CC Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.</p> <p>This indicator was developed to encourage inquiry into civic engagement, such as military service, public demonstrations, and political activism, to shape the identity of modern South Carolina. This indicator was also written to encourage inquiry into South Carolinians’ use of the court system and legislation to affect South Carolina’s post-World War II identity.</p>
	<p>8.5.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.</p>